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ABSTRACT

Contents of this guide include: Introduction: purpose of the training guide, needs of inner-city youth, the roving leader concept, objectives of the guide, definition of terms, methodology of guide development; Training Units for Roving Leaders: unit I--orientation, unit II--concept, role, and function of roving leader, unit III--the community and community development, unit IV--identifying and understanding inner-city youth, unit V--group process, unit VI--referral process and referral sources, unit VII--programs and planning, unit VIII--field work, and unit IX--organizational staff training and development; and, Appendixes--agencies and institutions participating in the study, language of modern youth, addresses of film distributors, sample job description, and roving leader slide presentation. (JM)

The Roving Recreation Leader Training Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AN INSERVICE TRAINING SOURCE FOR INNER-CITY YOUTH SERVICES PERSONNEL

ED050212

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*

OFFICE OF EDUCATION
S. P. Marland, Jr., *Commissioner of Education*
Arthur Lee Hardwick, *Associate Commissioner*
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
DIVISION OF MANPOWER DEVELOPMENT AND TRAINING
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foreword

The need for positive and dynamic social change is most critically felt in working with inner-city youth. The shortage of trained personnel and the dearth of meaningful programs to which youth can respond (especially black youth), reflect the lack of expertise in developing methods of reaching and involving these young persons. The ineffectiveness of current programs is magnified by decreasing numbers of participants and increasing rates of juvenile crime.

A Roving Leader program gives new dimensions to existing programs by proposing a relevant leadership supplement to those offering conventional youth services. Through interpersonal relationships, reeducation, redirection, and face-to-face leadership it is hoped that changes in behavior and attitudes can be achieved.

We have been emotionally and intellectually aware of the problems of youth in the cities for well over a century. The need for the creation and development of new career opportunities for the unskilled and unemployed has received increased recognition since 1965. Inclusion and involvement of community people is essential, not only as a necessary step to effect positive change in existing conditions, but also as a vehicle for establishing new, permanent careers for these persons in the community. The absence of the total impact of a national effort leaves much to be desired.

The Roving Recreation Leader Training Guide represents a unique study made possible through a contract with the Division of Manpower Development and Training, U.S. Office of Education. To our knowledge there were no published models for study or comparison. Therefore, this publication can be considered a pioneer effort. It is anticipated that, because of rapid changes in urban youth work, restudy and revision of this guide will be needed in time. The guide includes nine instructional units covering about 160 hours of instruction.

It is intended that a series of 35 mm. slides, a narration tape, and selected transparencies will be made available to supplement the training guide at some future time for increased effectiveness in the use of the guide.

It is our hope that the multitraining design presented in this guide will serve as a fundamental framework to local, public, private, and church federations, that either provide or have interest in the Roving Leader approach to meeting the needs of the most aggressive, frustrated youth in our Nation's cities.

ARTHUR LEE HARDWICK,
Associate Commissioner, Bureau of Adult, Vocational, and Technical Education

HOWARD A. MATTHEWS,
Director, Division of Manpower Development and Training

acknowledgments

This guide has been prepared with the assistance of many indivduals: Don Henkel, National Recreation and Park Association, served as Project Director; the National Advisory Committee included Edwin Greenidge, Deputy Commissioner, Youth Service Administration, New York, N.Y.; Sidney Lutzin, Professional Service Director, National Recreation and Park Association, Washington, D.C.; George M. NishiNaka, Executive Director, Special Service for Groups, Inc., Los Angeles, Calif.; Clifford T. Seymour, Chairman, Department of Recreation, Southern University, Baton Rouge, La., and John Williams, Director of Recreation, Baltimore, Md.

Sincere thanks is given to the University of Illinois Review Committee: King McCristal, Dean, College of Physical Education; Ernest Anderson, Leader, Extension Education, Cooperative Extension; Anthony Linford, Instructor, Department of Recreation and Park Administration; Alien V. Sapora, Head, Department of Recreation and Park Administration; Paul Hursey, Personnel Services, Affirmative Action Officer; and Lee Carey, Assistant Superintendent of Recreation, Springfield, Ill. Appreciation is extended for the invaluable assistance given by the following persons: Dr. Roy J. Jones, Director of Community Studies Center, Howard University; Dr. Edwin J. Staley, Executive Director, Recreation and Youth Services Planning Council, Los Angeles; Dr. Walter Walker, Professor, Community Organization, School of Social Service Administration, University of Chicago; and Stanley J. Anderson, Adviser on Youth Programs, Children's Bureau, Department of Health, Education, and Welfare, and Former Director, Roving Leader Program, Washington, D.C.

Appreciation is also expressed to the many local government and private agency administrators, and employees and others who willingly contributed their time to provide basic information.

The overall administrative direction of the project staff was provided by Joseph J. Bannon, University of Illinois, Chief of the Office of Recreation and Park Resources. Preparation of this guide was the responsibility of Clarence E. Dade, Jr., University of Illinois, Urban Affairs Specialist, Office of Recreation and Park Resources. Editorial assistance was provided by Mary Kelly Black, Assistant to the Director, Survey Research Laboratory.

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introduction

The Roving Leader, sometimes called the Gang Leader or Detached Worker, is the individual (male or female) who roams the streets and alleys in urban, suburban, and rural communities, seeks out idle youth, and engages them in constructive activity. Initial contact and rapport are usually established through a game, a sports activity, or an informal recreational activity.

Once the Roving Leader has gained the confidence of youth, he tries to motivate them to return to school; i.e., to a Manpower Development and Training Act (MDTA) occupational training program, or other vocational-technical or college program, or to get a job. In general the Roving Leader seeks to channel the energies of youth into constructive community activities as a means of keeping them from getting into trouble with the law and helping them to develop into responsible citizens. The use of Roving Leaders is another proven way of combating and curbing delinquency in rural as well a urban areas.

Because the role of the Roving Recreation Workers tends to put them in some difficult situations, such workers must know what they are NOT to do, when they should NOT ACT on their own, and how to make use of supervisory assistance.

The information on which this training guide is based was obtained from analyses of Roving Leader programs in 12 cities—New York, Detroit, Los Angeles, San Francisco, Dayton, Ohio, St. Louis, Baltimore, Chicago, Buffalo and Rochester, N.Y., and Washington, D.C. Selection of these cities was made jointly by the National Recreation and Park Association Review Committee and the project staff, University of Illinois, on the basis of geographical location and agency sponsorship, as well as on a preliminary review of their Roving Leader programs.

It is assumed that the information and data obtained from these 12 cities, based on review and analysis, are representative of the techniques and methods presently used by Roving Leaders. It is further assumed that the common elements found in the cities, both problems and solutions, will be generally applicable to cities throughout the country. However, caution should be exercised to avoid overgeneralization from data presented.

Basic information relative to city recreation problems and activities, including data on staffing, was obtained from appropriate recreation department personnel. Such basic data were supplemented in the information received from Youth Opportunity Coordinators and other municipal and county administrators, including Model Cities, planning, human relations, probation, and public schools personnel. Finally, informal interviews were conducted with community leaders, directors of neighborhood civic organizations, and representatives of private and public agencies such as Boys' Clubs, and YMCA's providing or interested in youth services, specifically Roving Leader Programs.

The Roving Leader Project was funded by the U.S. Office of Education under a contract with the National Recreation and Park Association. The project was carried out by University of Illinois, Office of Recreation and Park Resources project staff, under guidelines developed cooperatively. The purpose was to produce a training guide—a source that will assist the agency training officer in developing sound methods and techniques of leadership through an effective preservice training program for Roving Leaders.

This guide provides a nine-unit training program to be conducted over a 160-hour time period. The units are presented in the following order of participant progression:

1. Orientation
2. Concept, Role, and Function
3. The Community and Community Development
4. Identifying and Understanding Inner-City Youth
5. Group Process
6. Referral Process and Referral Sources
7. Programs and Planning
8. Field Work
9. Organizational Staff Training and Development

It is anticipated that after the participants have been exposed to this program, their level of compe-

tence will enable them to use this training design as part of their inservice training program for old and newly recruited Roving Leaders.

Purpose of the Training Guide

The purpose of this training guide is to provide a source that will assist the agency training officer in developing methods and techniques of leadership through an effective preservice training program for Roving Leaders.

For the purposes of this guide, the Roving Leader is a worker generally assigned to a specific geographic area within a community for the purpose of strengthening, extending, and stimulating participation of hard-to-reach youth in wholesome recreation programs. A prime purpose of this outreach service is to help delinquency-prone and disadvantaged youth to use their free time constructively and to assist them in utilizing community resources in the educational, health, employment, and related social service areas.

Needs of Inner-City Youth

Although America has been described by Harrington as a Nation of joiners and participants,[1] his description more accurately applied to middle-class Americans. The inhabitants of the "other America," the impoverished and hard-to-reach, rarely seek out or know of organized forms of recreation, such as basketball leagues, pool tournaments, talent shows, arts and crafts classes, and other special interest programs. Their leisure pursuits primarily are hanging out at drugstores, on street corners, in ice cream parlors, and poolhalls. Their recreation usually involves random movements from one place to another, with long stretches of boredom, broken occasionally by crap games and such short-range, excitement-seeking activities as petty stealing, use of drugs, and fights.

Several metropolitan areas are seriously considering the Roving Leader concept and its effectiveness for realistically serving hard-to-reach youth. It has been shown in Washington, D.C., by its Recreation Department; in San Francisco by Youth for Service; in Chicago by the YMCA; and in Buffalo, N.Y., by the Youth Board that a Roving Leader can provide face-to-face leadership different from that normally given by a recreation worker.

When the Giddings Elementary School on the fringe of Hough (Cleveland, Ohio) burned in April 1967, there were rumors that a Maoist gang had caused the fire. Eventually, six youth were arrested and sentenced to reform school:

> . . . They had done it for kicks. They had nothing to do and no place to do it. That was what they told the judge, and the Fire Department's arson investigators, the police and the probation officers all agreed that the kids were bored and not political-racist plotters. . . . At the same time, lack of money forced the Police Athletic League to cut back its activities for teenagers from the slums. 'We don't have organizations to belong to, we have gangs,' explained a ninth grader, at a recent ghetto students' meeting at the Cleveland Board of Education.[2]

The preceding account is an example of administrative and social failure to deal with the needs of inner-city youth.

The Roving Leader Concept

There is a dearth of experience in developing programs that minority youth can respond to, but there is little experience in developing and refining methods of reaching out to involve them. More important, the recreation programs designed to reach and serve low-income, hard-to-reach youth must be concerned with the "how" of reaching them, as well as the "what" of serving them.

The Roving Leader Program represents a somewhat new dimension in providing leadership for hard-to-reach, delinquent-prone youth that has proved to be highly successful. The Roving Leader usually spends weeks, sometimes months, establishing rapport with individuals and groups. He must start at the level of the group. This is not a short-term undertaking. He works with the youth for a long time—sometimes several years. The final test of the Roving Leader's success is when he is no longer needed. It has been amply documented that recreation can be used as one of the positive tools in the control and prevention of delinquency and crime.[3]

[1] Michael Harrington, *The Other America.* New York: Penguin Books, 1962.

[2] *New York Times,* April 1967.

[3] *American Recreation Journal,* Vol. 6, No. 1, January-February 1965.

As the Roving Leader concept expands, and as more recreation departments, Boys' Clubs, YMCA's, and other youth-serving agencies use Roving Leaders, it is essential that an effective and coordinated program be developed to train qualified leaders, which includes indigenous leaders from the economically, socially, and educationally deprived communities.

Objectives of the Guide

The objectives of this guide are as follows:

1. To locate, survey, and analyze existing Roving Leader Programs.

2. To produce a course unit design that facilitates training and development of Roving Leaders.

3. To stimulate lay advisory boards and commissions towards realizing the great potential of the Roving Leader, as a relevant leadership supplement to the conventional youth service programs.

Definition of Terms

Roving Leader is a worker generally assigned to a specific area of the inner city for the purpose of strengthening, extending, and stimulating the participation of hard-to-reach youth in wholesome recreation programs and assisting them in utilizing, to the fullest, community resources in the educational, health, employment, and related social service areas.

Outreach defines the function of a social service agency when it reaches out and assists, through face-to-face leadership, persons who were unreceptive or previously excluded from the agency's assistance or who were unaware of the available service.

Indigenous paraprofessional is a resident of the neighborhood, often a member of a minority group, and a *peer* of the participant sharing a common background, language, ethnic origin, style, and interests. Because of his ability to work comfortably with the community, the worker is viewed as a community advocate interpreting its needs, interests, and concerns.

Interdisciplinary concerns involve concepts and methods which transcend one particular discipline. They imply a problem orientation as contrasted to an agency orientation or professional discipline oriented service.

Methodology of Guide Development

Scope and Limitations

Although there are distinct advantages in having a more neutral observer study and analyze any educational or training program, it is fully realized that those involved in supervising or directing streetwork programs are probably more capable of assessing the feasibility and desirability of the final recommendations.

Because it was not feasible to visit and observe all streetwork programs around the country, the project staff selected 12 cities that were most varied in geographical location and agency sponsorship. It is hoped that this guide will be beneficial in pinpointing certain vistas and stimulating cities throughout the country to plan and implement programs using various special techniques and approaches currently practiced by Roving Leaders.

All of the data and information collected indicate that an instrument for training, properly designed, evaluated, and effectively implemented can be a valuable and relevant model for the development of Roving Leaders.

Procedures

A. Selection of a Project Review Committee to review and evaluate information collected by project staff on Roving Leader programs in this country.

B. Visits to 12 cities to observe programs and to interview administrators, workers, and participants in the Roving Leader program in these communities.

C. Review of correspondence, publications, and staff manuals of programs in communities where visitations were not made.

D. Extensive review of the literature in recreation, employment, social group work, group dynamics, and related social and behavioral science fields.

Preparation of Experimental Supplementary Teaching Aids

A. 35-mm color slides

B. Narrative tapes

C. Transparencies

The Interdisciplinary Approach

When we isolate a typical population of urban delinquents, it quickly becomes apparent that one is also dealing

with a host of other conditions defined as problems in our society: multi-problem families, school dropouts, unemployed youth, racial minorities, issues of urban renewal and dislocations, and so on, in centrifugal fashion . . . more important to the extent that delinquency is in fact firmly rooted in one or more of the other problems with which it is frequently found to co-exist . . . intervention aimed at delinquency that does not also address itself to crucially related issues is only a partial answer to the problem of delinquency itself.[4]

The following outline is based on an interdisciplinary approach geared to preparing Roving Leaders to utilize the reaching-out technique of serving hard-to-reach youth residing in the urban communities.

[4] Martin, John M. and Joseph P. Fitzpatrick, *Delinquent Behavior: A Redefinition of the Problem*, New York: Random House, Inc., 1965, pp. 8, 9.

training units for roving leaders

Unit I. Orientation

For the trainer to organize an effective inservice training program for Roving Leaders he must understand both the origin and development of the concept of providing *direct* leadership to hard-to-reach youth in the inner city. This Unit presents an overview of the multitraining design through which leaders can (1) develop and apply a variety of methods and techniques in performing the task of the Roving Leader and (2) become aware of the behavior and the complicated forces that bear down on the hard-to-reach youth.

The Leader does not belong to the parent agency alone, but he must confer with, refer to, and receive referrals from all youth serving agencies—Youth Aid Division of the Metropolitan Police Department, Juvenile Court, public schools, U.S. Training and Employment Service, public housing, Health Department, Child Welfare Division of Welfare Department, Community Action Agencies and the Neighborhood Development Centers, private agencies, civic groups, and interested citizen groups.

It should be mentioned also that persons working with inner-city youth groups are identified by a variety of other titles,[5] such as:

1. Street-Club Worker
2. Gang Worker
3. Detached Worker
4. Street-Corner Worker
5. Neighborhood Youth-Worker
6. Area-Youth-Worker
7. Special-Service Worker
8. Out-Reach Worker

While these workers differ in approach and methods used, for the purpose of this training guide their intent is the same; namely, to provide direct service of a personal nature to hard-to-reach youth.

[5] Suggested Dictionary of Occupational Titles Codes (DOT 222.110, . . . 095, etc.) YO (Youth) p. 808, *Dictionary of Occupational Titles, 1965, Vol. 1, Definitions of Titles.* Roving Recreation Worker plus Aide; Roving Leader plus Aide; Detached Worker plus Aide; Special Service Worker plus Aide; Street Club Worker plus Aide; Youth Services Worker plus Aide.

The Roving Leader is employed as a field representative to work with hard-to-reach groups and individuals who are known to be problems in the community. Hours are odd in that the Leader continuously maintains contact by frequenting their places of interest and observing their activities. The Leader stimulates these youth to participate in ongoing agency programs, such as making court appearances, school referrals, employment referrals, family and individual counseling, and referrals to other supportive services. This person's role and function vis-à-vis the client is that of counselor, enabler, reenforcer, adviser, intermediator, and friend. The major emphasis is on friendship and flexibility.

There is no structured program the Roving Leader can follow in his work. He has no building in which to carry on a program, but seeks to make use of community facilities as the need arises. He must develop the creative ability to use whatever is available to him at a given time. The leader does not receive on-the-spot supervision as such; therefore, he must take the responsibility for making decisions and acting when necessary.

A. Early Developments

Contemporary Roving Leader work with delinquent groups, under agency sponsorship, probably had its origin in mid-19th century efforts of churchmen and charity workers to deal with young toughs and gangs in city slums. It was not until the Chicago Area Project in the 1930's, that the first organized program was developed in the United States using workers to contact unreached boys directly on the streets.

Shortly after World War II citizens in Washington, D.C., became concerned over the rise in juvenile delinquency. Public concern was finally officially registered in 1953 with creation of the Commisioners' Youth Council which paved the way for the D.C. Roving Leader and first demonstration program. In 1947 the New York City Youth Board was formed; the following year the first program of work with gangs was organized in Harlem. In the mid-1950's, new programs of streetwork were developed in San Francisco and Los Angeles. About the same time other

cities started to organize programs to provide detached service to the youth in the streets. Among these cities were Rochester and Buffalo, N.Y., New York City under Youth Board auspices, Chicago under the YMCA, and others. These programs were among some of the earliest efforts to combat delinquency through direct service to street gangs and other hard-to-reach youth, outside the physical structure of a social agency.

It appears that many agency programs which are now traditional or fairly well established *originated* as efforts to serve street groups in their own neighborhoods. Recreational activities, boys' brigades, junior police corps, jobs, intensive club work, and individual counseling have been the traditional (if not systematically developed) means to attract and socialize gang youth. More than 40 years ago, it was recommended that boy workers or "boy-men" be assigned to find, contact, and work with male gangs to "rehabilitate their membership."[6]

A major difference between the Area Projects and social agency gang work programs which came later was in the neighborhood orientation of the Area Project, compared to the specific gang emphasis of the agency programs. Area Projects assumed that effective efforts had to be carried on as part of a larger effort sponsored by the residents of the area. Until just recently, social agencies have focused exclusively on changing the delinquent group per se, seldom utilizing the services of neighborhood persons and giving little attention to changing local neighborhood patterns.[7]

B. Ongoing Programs

The information on programs listed here was obtained from visits made to 12 cities, as mentioned earlier in the guide. However, these data were supplemented by information received from Youth Opportunity Coordinators and other muncipal and county administrators, including Model Cities. Human relations, planning, probation, and public school personnel. In addition, Roving Leader programs were identified through a Consultation Conference of YMCA Detached Work Supervisors convened in Washington, D.C., by the Executive Director of Urban Development, National Council of YMCA's. It must be stated that the following list of ongoing programs is by no means complete. However, at this writing it represents those programs that could be identified.

Programs Operated by Young Men's Christian Association:

Canada
Montreal
Toronto
Winnipeg

California
Oakland

Colorado
Denver

Connecticut
Hartford
Stamford

Georgia
Atlanta

Iowa
Des Moines

Illinois
Chicago

Massachusetts
Boston

Maryland
Baltimore

Pennsylvania
Harrisburg
Philadelphia
Pittsburgh

Michigan
Detroit
Flint
Lansing

Minnesota
Minneapolis

Missouri
St. Louis

Nebraska
Omaha

New Jersey
Newark
Orange
Trenton

New York
Buffalo
New York City
Rochester

Ohio
Cincinnati
Cleveland
Dayton
Toledo

Oklahoma
Oklahoma City

Oregon
Portland

Virginia
Richmond

Washington
Seattle

Programs Operated by Municipal and Other Nonprofit Agencies:

City Recreation and Parks Department, Los Angeles, Calif.
D.C. Recreation Department, Washington, D.C.
Special Services for Groups, Inc., Los Angeles, Calif.
Youth Service Agency, New York City
Youth for Service, San Francisco, Calif.
Youth Board of Buffalo, Buffalo, N.Y.
Bureau of Recreation, Baltimore, Md.
Youth Activities Commission, Boston, Mass.
Recreation and Parks Department, Elgin, Ill.

Summary

It appears that the roots of roving leadership practice are to be found deep in the tradition of social agencies in this country. As early as 1848, churchmen and charity workers sought, without much success, to contact "young roughs" and other alienation "youth of the metropolis" through religious or mission streetwork then referred to as "Boys' Meeting." On the basis of this background the Unit discusses the earliest efforts to combat delinquency and alienation through an outreach approach—of going beyond the physical

[6] Frederic M. Thrasher, *The Gang*. Chicago: University of Chicago Press, 1927.

[7] Irving Spergel, *Street Gang Work: Theory and Practice*. New York: Doubleday and Company, Inc. (Anchor Books), 1967.

structure of a social agency. Increased recognition has been given recently to the fact that delinquency prevention, treatment, and control require "the participation of those who form a significant part of the social climate of the recipients receiving service." Agencies should realize that innovative and creative methods of providing service to the disadvantaged, hard-to-reach must be their prime consideration in meeting needs of these youth.

Finally, community institutional structures such as schools, labor unions, businesses, industries, social agencies, local citizens' groups, and community planning organizations need to provide more effective communication with low-income, hard-to-reach youth residing in the inner city, as an essential part of their effort to render relevant human services.

Reference List

Barron, Milton, L. *The Juvenile in Delinquent Society*. New York: Alfred A. Knopf, Inc., 1954.

Parts of this book consider leisure-time use and delinquency. Several theories are mentioned and dismissed as confusing the time juvenile crime occurs with the cause of the crime. The author is also rather severe on the notion that organized recreation answers the needs of potential offenders. The tone of discussion is dated.

Martin, John M., and Joseph P. Fitzpatrick. *Delinquent Behavior: A Redefinition of the Problem*. New York: Random House, Inc., 1966, paper.

A brief, clear, readable study of delinquency and its causes. The book relies primarily on sociological factors. It contains an excellent bibliography.

Mattick, Hans W., and Nathan S. Caplan. *The Chicago Youth Development Project*. Ann Arbor, Mich.: University of Michigan, Institute for Social Research, April 1962.

An outline of the detached worker project begun in 1961 in Chicago. The paper discusses the pitfalls and possibilities of this kind of activity. It also considers coordination with existing agencies. The exact nature of its program remains vague, however.

Salisbury, Harrison. *The Shook-Up Generation*. New York: Harper & Row, Publishers, 1958.

A *New York Times* journalist presents a description of juvenile delinquency in a personalized manner. Mr. Salisbury views the problem as having deep social roots, not only in the lower-income groups, but in suburbia as well. His recommendations call for significant changes in the social fabric of the country. He specifically considers the nonprofessional worker as one method of change.

Thrasher, Frederic M. *The Gang: A Study of 1,313 Gangs in Chicago* (abridged, with a new introduction by James F. Short, Jr.), Chicago: University of Chicago Press, 1963.

A classic study of gang behavior and the environment in which gangs flourish. The abridged edition of this study (originally published in 1927) contains an excellent introduction showing the relation of Thrasher's conclusions to more modern studies.

Suggested Resources for this Unit

Technical Assistance Specialists

Jim Pratt, Director
Outreach Program
YMCA, 940 W. Main
Rochester, N.Y. 14611

Edwin Greenidge, Deputy Commissioner
Youth Services Agency
38 Park Row
New York, N.Y. 10038

Films

CRIME IN THE STREETS—60 min. (1966)
Indiana University

THE NEGLECTED—30 min. (1965)
Affiliated Film Producers, Inc.

Unit II. Concept, Role and Function of Roving Leader

This Unit deals with the basic concept, role, and function of the Roving Leader program as a problem-oriented service. It also explains the functional relationship between the theory and practice of the Roving Leader providing face-to-face leadership to hard-to-reach youth.

Objectives:

1. To help the Leader develop an understanding of the concept of the Roving Leader program.
2. To understand the functional framework as practiced.

Content Outline:

A. Concept

The Roving Leader program, a problem-oriented service (as contrasted to an agency-oriented or professional discipline oriented service), may be viewed as a fundamentalist orientation to social organization for helping people. The basic idea is to reach out to youth in need by providing face-to-face leadership and at the same time attempting to overcome narrow specialization. The Roving Leader uses the simplest

and most direct means possible to provide services of unlimited scope and high personal identity. Through the program of Roving Leadership the Roving Leader is able to mobilize the community's faith in the potential of and capacity for positive change in its most aggressive, deviant youth. It is necessary for a Roving Leader to have the ability to show kindness under trying circumstances. He must also have emotional stability and be a good listener.

B. Role and Function of the Roving Leader

1. To serve as an advocate for youth and to provide service to a community wherein the youth eventually become their own advocates.

2. To provide unlimited service to youth in a face-to-face relationship.

a. Holding informal sessions in laundromats, ice cream shops, poolrooms, or on street corners.

b. Accompanying youth to various service agencies to teach them how to negotiate for assistance from appropriate resources (public and private).

c. Assisting in formal meetings as a means of helping youth develop better ways of solving problems.

3. To serve as an agent to promote communication and exchange of information between students and teachers—in elementary and secondary schools.

a. Notifying teachers of court appointments, etc.

b. Arranging for teacher visits to after-school programs in which students participate.

c. Setting up case conferences to encourage school-community involvement in assisting in the handling of problems and follow through.

4. To assist delinquency-prone, disadvantaged youth in using community resources in recreation, education, health, employment, and other related social service areas.

a. Involving youth in planning and operation of neighborhood recreation programs.

b. Conducting registrations for high school equivalency programs, free physical examinations, etc.

c. Providing referrals to jobs and job training programs (Job Corps, Neighborhood Youth Corps, New Careers, Manpower Development and Training —MDTA,[8] etc.)

5. To assist youth in creating and operating their own programs as a means of developing and increasing their leadership potential for service to the community.

a. Exposing youths to the world of work both in classrooms and on the job sites.

b. Planning neighborhood minijob fairs and job clinics with area businesses.

c. Organizing community beautification projects with youth supervision.

d. Setting up youth councils—equal representation from all neighborhood groups.

6. To assist in identifying youth service gaps in education, employment and training, health, recreation, and other areas and to suggest ideas for improvement.

a. Identifying all physical and human resources available in the area for youth service purposes.

b. Involving the community—youth and adults—in the informal surveys.

c. Calling on public and private residents to analyze those agency programs and facilities which must be better utilized, expanded, or increased.

d. Suggesting facilities which may be more adequately used and programs that can be expanded or augmented by new ones.

e. Mobilizing for action to make better use of existing facilities, expand present programs, and add new and innovative ones.

7. To establish communication and develop rapport with law enforcement, correctional departments, youth organizations, and other community services.

a. Maintaining an open mind—visiting other agencies in an effort to find ways of solving problems.

b. Establishing close contact and good working relationships with *local* community organizations and groups; i.e., educational, recreational, civic, civil, special services, in order to facilitate understanding of and working with youth in conflict.

c. Involving youth and other community residents in a program; asking them to volunteer their services and using them as models for other youth.

Summary

Within this Unit attention is focused on concept, role, and function of the Roving Leader. Even though there are several terms used to describe Roving Leader, and possibly three basic approaches, essentially, the job of the Roving Leader is in part to serve as a communications and interpretations agent between organizations and persons who have resources—but do not know exactly how to render them effectively—and youths who are without access to resources but need desperately to acquire them, and who are unable to negotiate for service on their own. The Roving Leader program is problem oriented and the basic role and function is to modify the delinquent and disturbing behavior of teenagers through *relationship, reeducation,* and *redirection.*

[8] Manpower Development and Training Act of 1962, as amended.

Reference List

Mogulof, Melvin B. "Involving Low-Income Neighborhoods in Anti-Delinquency Programs." *Social Work,* October 1965, 10:4, pp. 51–57.

The author's experience stems from working in Community Action Programs in San Francisco. He gives a cautious view of the involvement of the poor in community action, but he does conclude that it is necessary to support neighborhood groups who will eventually become participants in community affairs.

The Prevention and Control of Anti-Social Behavior of Youth. Los Angeles: Recreation and Youth Services Planning Council, September 1966.

Even though this manual is intended for those in the Los Angeles area, it presents many useful guidelines for any teacher or youth worker. There are specific cases and also ideas for referral agencies. The book is intended as an inservice training guide for youth service personnel in public schools.

Reaching the Fighting Gang. New York: New York City Youth Board, 1960.

A report on the activities of the New York City Youth Board's project for dealing with children on the streets. Chapters II, V, and VI give well-written information on gang characteristics and the activities of the detached workers working with them. The book is filled with case histories and should be useful. It is, however, marred by its outdated slang.

Suggested Resources for This Unit

Technical Assistance Specialists

Stanley J. Anderson
Social Science Adviser—Youth Services
Office of the Chief, Children's Bureau
Social and Rehabilitation Service
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

Irving Spergel, Professor
School of Social Service Administration
University of Chicago
Chicago, Ill. 60601

Unit III. The Community and Community Development

The community scene today is such that public concerns are constantly changing, and a variety of sociological, economic, and psychological developments are creating new trends and needs to which city agencies must respond. With recent new approaches such as Neighborhood Youth Corps, New Careers, Job Corps, Model Cities and Concentrated Employment programs, the community has become more involved and as a result the call now is for more innovative techniques to meet the challenge.

The intention here is to present a discussion of community structure and dynamics which is necessary to provide a framework wherein the Roving Leader can see himself as a human service worker. We also want to show that there are five major problems of concern to a community together with various characteristics that help the Leader understand the forces which cause the alienation and frustration of many disadvantaged youth.

Objectives:

1. To acquaint the Leader with the physical, social, economic, political, and cultural structure of the community.
2. To help him define the needs of the community and learn the resources for meeting those needs.
3. To assist the Leader in learning about strategies for change in delivery of services.
4. To use one's knowledge to effect positive change in conditions and services.
5. To involve community people as part of community development in order to effect change in conditions and services existing in the community.

Content Outline:

A. Definitions of Community

1. Geographical boundaries
2. Interaction of residents and groups
3. Community resources
   a. Assistance programs (public welfare)
   b. Employment service (State, Office of Economic Opportunity)
   c. Vocational rehabilitation and counseling
   d. Physical health services
   e. Public schools
   f. Legal aid agencies
   g. Retraining programs
   h. Judicial system and facilities
   i. Parks and recreation commissions (and others)
4. Relationships between agencies
5. Community as a network of systems
   a. Social
   b. Economic
   c. Political
   d. Service
   e. Racial and Ethnic
   f. Class levels

B. Characteristics of a Community

1. Interaction and participation
2. Responsibilities, rights, and obligations
3. Authority lines (political and economic)
4. Power structure (formal and informal)
5. Services
6. Subcommunities (ghetto, slum)

C. Issues

1. Unemployment
   a. Multiple causes of joblessness
      (1) Inadequate education or undereducation
      (2) Lack of vocational skills
      (3) Racial discrimination
      (4) Limited qualifications for specific occupational areas
      (5) Police records
      (6) Fear of failure
      (7) Lack of reliable transportation
      (8) Inadequate child care
      (9) Lack of job openings
2. Health
   a. Communicable diseases (TB, VD, etc.)
   b. Alcoholism
   c. Drug addiction
   d. Poor mental health
   e. Inadequate sanitation facilities
   f. Health care utilization patterns as determined by socioeconomic group and racial group
3. Crime
   a. Against persons
   b. Antisocial behavior—drugs—gambling, etc.
   c. Against property
   d. Discrimination and arrests
   e. Community resources and their relationships to crime
4. Recreation
   a. Resources available
   b. Multiple causes for limited participation
      (1) Lack of public facilities
      (2) Discrimination
      (3) Expense of private facilities
      (4) Legislative budgetary priorities
      (5) Poor leadership
5. Housing
   a. The development of the ghetto
   b. Open-housing legislation and discrimination
   c. Urban redevelopment and dislocation of people
   d. Landlord-tenant court and eviction proceedings
   e. Mobility rate of poor people
   f. Condition of housing
6. Education
   a. Multiple causes for increased dropout rate
      (1) Family and individual problems, such as inadequate food and clothing
      (2) Truancy
      (3) Misunderstanding between teachers and students
      (4) Relevance of curriculums (Does it meet the needs of students going to work as well as those going to college?)
   b. Inner-city schools as compared to suburban schools
   c. The public school system (general organization)—Catholic school system
   d. Use of auxiliary personnel (new career aides, etc.)
   e. PTA—its purpose, function, and new potential for service

Summary

This Unit presents the overall structure and process of the community which serve as a general framework of reference within which to deal with a number of basic issues. The sections on unemployment, health, crime, recreation, housing, and education delineate six major problems of crucial concern to every community. The Unit should enable the Leader to identify and define community issues as they affect poor people, disadvantaged youth in particular, not only so that the Leader can be intellectually and emotionally aware of the feelings and needs of the youth he serves, but also that he, as a member of the community, can be more effective.

Reference List

Dentler, Robert A., and Mary Ellen Warshauer. *Big City Drop-Outs and Illiterates*. New York: Center for Urban Education, 1965.

A study designed to analyze correlations between dropout rates and social and education characteristics in 131 sample cities.

Education of the Deprived and Segregated. Seminar conducted by Bank Street College of Education. New York: Bank Street College of Education, 1963.

The seminar dealt primarily with questions of elementary education and inschool programs. The last four pages cover programs in connection with law enforcement agencies and other outside agencies.

Gans, Herbert. *The Urban Villagers*. New York: The Free Press of Glencoe, 1962.

A study of Italians in Boston. The group is divided into subcultures, one of which the author contends is responsible for the crimes usually associated with the entire group.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot*. Cambridge: MIT Press and Harvard University Press, 1964, paper.

The book contends that the integration process has never occurred. The authors analyze the continued tension that results from this separation and how it affects ethnic cohesion. The study covers five ethnic groups in New York.

Harrington, Michael. *The Other America*. New York: Penguin Books, Inc., 1965.

Harrington's study holds the distinction of making the urban and rural poor visible to the public. This well-written book gives the ethnic, demographic, and economic characteristics of the poor.

Herman, Melvin; Stanley; Bernard; Sadofsky; and Rosenberg, eds. *Work, Youth and Unemployment*. New York: Thomas Y. Crowell, Co., 1968.

The book considers the complex causes of youth unemployment. It also considers ways of restructuring social institutions to provide for the use of nonprofessionals. Directions in the use of free time are also considered.

Hutchinson, John. *Principles of Recreation*. New York: A. S. Barnes & Co., 1951.

Although the book's approach is necessarily dated, it contains sections on youth work. The first part deals with the foundations of recreation and contains useful cultural, social, and economic analysis.

Keach, Everet T., Robert Fulton, and William E. Gardner. *Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth*. New York: John Wiley and Sons, Inc., 1967.

Contains readings on cultural values and family life, explores problems in schools for disadvantaged youth, and presents programs for disadvantaged youth. The last section describing the programs is very useful as a guide to action. The first section gives good background, in particular Rainwater's piece on the Negro lower-class family.

Suggested Resources for this Unit

Technical Assistance Specialists

Percy Pinkney, Director
Street Work Program
Youth for Service
1160 McAllister Street
San Francisco, Calif. 94115

Walter Walker, Professor
Community Organization
School of Social Service Administration
University of Chicago
Chicago, Ill. 60601

Films

AGE OF TURMOIL—20 min. (1956)
McGraw-Hill, Inc.

IMPACT OF DEPRIVATION ON YOUNG CHILDREN—20 min.
Palmour Street
Modern Talking Pictures Service, Inc.

Unit IV. Identifying and Understanding Inner-City Youth

This section is concerned with understanding youth as they are, in various population groups, so as to be better able to provide the most meaningful service to them relative to their needs. With a basic understanding of the various needs expressed by these groups, which are usually members of minorities such as blacks, Puerto Ricans, American Indians, and Mexican-Americans, the Leader will be able to develop techniques and approaches for working with the power structure as a means toward helping meet certain needs of the youth.

Objectives:

1. To develop in the Leader an understanding of and techniques for serving delinquent and delinquency-prone youth.
2. To help the Leader recognize that behavior is related to feelings and beliefs, and that it is expressed differently by different individuals.
3. To become aware of the wide differences that can exist between "what is being said" and "what is being heard," and reasons for these.
4. To help the Leader develop a tolerance for ambivalence, anxiety, and conflict both in himself and in others.

Content Outline:

A. Population Groups

1. Teenage Gangs
   a. Observation and study of delinquent and nondelinquent behavior
   b. Study of pattern of hanging around
   c. Observation of its relationships with peers and adults
2. Delinquent crime-prone preteens
   a. Poor attendance records in school

b. Frequent theft and petty larceny charges
c. Creating discipline problems in school

3. Disadvantaged from low-income, densely populated neighborhoods
   a. Unemployed or underemployed
   b. High school dropout
   c. Suspicious of white persons
   d. May have police record
4. School dropouts
   a. Lack of job skills
   b. Police records
   c. Unemployed with sporadic work history
   d. Hang around in poolhalls, carry-out shops and other places

B. Power Structures

1. Formal—elected leaders
   a. Mayor and city council
   b. Ward aldermen
   c. School board
   d. Utility commissioners
2. Informal—inner-city leaders
   a. Black power groups
   b. Civic associations
   c. Street gangs
   d. Policy or numbers backers
   e. Tavern and poolhall owners
   f. Ministers

Summary

This Unit outlines the various population and minority groups residing in the inner city. Much consideration is given to the problems and needs of groups as a necessary undergirding for helping the worker understand that *many kinds* of services must be provided persons with unique needs. It is also made clear that effective techniques become increasingly more important as the Leader develops closer relationships with the disadvantaged, unemployed youth who are usually school dropouts.

Reference List

Bernstein, Saul. *Youth on the Streets.* New York: Association Press, 1964.

A readable, nonscholarly description of the youth who participate in urban rebellions and possible methods to prevent alienation. The section on action programs gives a many-sided approach.

Carter, Genevieve, "Social Trends and Recreation Planning." *Recreation,* October 1965, 58:8, pp. 378–380.

The author considers what the trend in leisure time and spending power will mean for recreation. She concedes that most public recreation is aimed at the middle class. The challenge to recreation lies in engaging the poor and disadvantaged in planning and operating programs.

Cavan, Ruth Shonle. *Juvenile Delinquency: Development, Treatment, Control.* New York: J. B. Lippincott Company, 1962.

A college textbook for study of juvenile delinquency. It summarizes relevant material on all aspects of delinquency, and it contains information on recreation as it related to delinquency, and on the use of street workers and community organizations.

Cloward, Richard A., and Lloyd E. Ohlin. *Delinquency and Opportunity.* Glencoe, Ill.: The Free Press, 1960.

A sociological analysis of the structure which produces the delinquent subculture. The book is primarily theoretical and relies on other studies for empirical examples.

Drake, St. Clair, and Horace A. Cayton. *Black Metropolis: A Study of Negro Life in a Northern City.* New York: Harcourt and Brace and World, Inc.; paper, Harper & Row.

A classic study of urban life for the black American. The book contains a history of the black man in America and an analysis of his socioeconomic position. It discusses the "youth problem" and the activities of public and private agencies with young people.

Klein, Malcolm W., and Barbara G. Myerhoff, eds. *Juvenile Gangs in Context: Theory, Research and Action.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

A group of papers from a meeting of the American Sociological Association and the Society for the Study of Social Problems in 1963, the volume includes sections on gang behavior, related pattern of perception and behavior, sociological contexts, and action programs. In the section on programs, reports are given on the Mobilization for Youth, Chicago area detached worker project, and others.

Kraus, Richard J. *Public Recreation and the Negro: A Study of Participation and Administrative Practices.* New York: Center for Urban Education, 1968.

This report compares the recreation facilities in 24 suburban communities in the New York area. The study carefully contrasts the availability of recreational facilities, the type of users, and the results of the recreation experiences. As expected, facilities in the Black areas are inferior, used mainly by those under 12, and when integrated, often produce racial tension.

Kraus, Richard. "Riots and Recreation." *Journal of Health, Physical Education and Recreation,* March 1967, pp. 42–45.

The article discussed the role lack of recreation facilities has played in sparking urban rebellion. Better recreation areas in the ghetto may prevent some summer tension.

Lutzin, Sidney G. "The Squeeze Out!—Recreation's Abdication of Responsibility." *Recreation*, October 1962, 55:8, pp. 390–392.

Recreation has concentrated on agencies which primarily serve the middle class. The author calls for attention to be focused on the needs of the poor.

Office of Manpower, Automation, and Training, U.S. Department of Labor. *Young Workers: Their Special Training Needs*. Washington, D.C.: U.S. Government Printing Office, May 1963.

An examination of noncollege-bound youth and their educational needs. The report deals with special cases of juvenile delinquency, low-income youth, etc., and contains clearly summarized and illustrated material on the number and characteristics of noncollege-bound youth.

Parker, Seymour, and Robert J. Kleiner. *Mental Illness in the Urban Negro Community*. New York: The Free Press of Glencoe, 1965.

This survey of 3,000 urban blacks analyzes the relationship between social conditions and mental health. The results indicate that persons designated mentally ill set higher goals than they could possibly achieve and thus suffered anxiety. In addition, the study discovered many subjects with low self-esteem. The study summarizes other academic studies and presents detailed statistical analysis.

Shivers, Jay S. *Leadership in Recreation Service: Principles, Process, Personnel, Methods*. New York: The Macmillan Co., 1967.

This book gives a detailed explanation of the processes and techniques of leadership in relation to the field of recreational service. Although it is written fundamentally for students in institutions of higher education preparing for the field, it should be of considerable value to practitioners: laymen who volunteer for community service with recreational agencies; educators and government officials who are concerned with the legal aspects for the provision of services in this field; administrators in related fields, that is, group work, sociology, social psychology, and human relations.

Whyte, William F. *Street Corner Society: The Social Structure of an Italian Slum*. Chicago: University of Chicago Press, 1955.

Description of street corner life in an Italian-American ghetto. The book shows how street corner youth maintain cohesion and their relation to the power structure in the community.

Yablonsky, Lewis. *The Violent Gang*. New York: The Macmilan Company, 1962.

A sociological-psychological interpretation of gang behavior by a man with many years experience in gang work. The author's summary of relevant materials is very clear. In the final chapter, on coping with the gang, he devotes space to the use of detached workers.

Suggested Resources for this Unit

Technical Assistance Specialists

Grant Haynesworth, Director
Detached Worker Program
Buffalo Youth Board
313 City Hall
Buffalo, N.Y. 14202

Douglas Lindsey, Sr.
Roving Leader
D.C. Roving Leader Program
3149 Sixteenth Street, NW.
Washington, D.C. 20010

Films

THE DROPOUT—29 min. (1961)
International Film Bureau

ANGRY BOY—33 min. (1951)
International Film Bureau

BOY WITH A KNIFE—18 min. (1955)
Los Angeles Community Chest

Unit V. Group Process

In this Unit an attempt is made to give Leaders a basic understanding of the significance of group process in helping to determine values, goals, and expectations of individuals—using tape recordings and role playing as vehicles.

Objectives:

1. To teach Leaders some of the basic concepts used to describe the group process.
2. To give Leaders practice in observing, analyzing, and discussing actual group situations.
3. To help Leaders relate group process to attaining specific goals, both in training and in their jobs as Roving Leaders.

Content Outline:

A. What Makes a Group?

1. Leaders' definitions
2. Theoretical definitions
3. Groups' definitions

B. What Are the Various Groups?

1. The gang
2. In classroom

3. At work
4. For social activities
5. For sports activities

C. Common Factors of Groups

1. Leadership
2. Identity
3. Degrees of participation

D. Two Major Types of Groups

1. Membership groups—groups to which one belongs (formal and informal)
2. Reference groups—groups to which one aspires to be a member of or whose norms influence one's behavior

E. Group Pressure for Conformity or Nonconformity

1. How interchange of ideas in a group can cause members to conform
2. Or not to conform
3. The need for acceptance
4. The positive and active understanding of one's feelings by someone you respect

F. Group Management

1. Goal setting
   a. "Rap" or "bull" sessions to determine direction and focus of the group.
   b. Planning sessions to set programs for each season
2. Natural leaders and the development of leadership
   a. How are "natural" Leaders identified?
   b. How does one gain their cooperation?
   c. What is their relationship to the youth worker?

Summary

The theme of the entire discussion in this Unit is applying what has been discussed to practical purposes and situations. This includes school groups, recreation groups, and other situations encountered by the Leader. Through group sessions, the Leader's job is to get individuals involved in discussions based on their experiences, and to help translate these concerns into useable knowledge, generalized information, and practical decisions.

Reference List

Bion, W. R. *Experiences in Groups.* New York: Basic Books, Inc., 1961.

A set of papers published over a 10-year period. The author relates group experiences to not only the individual's psychology, but to wider group experiences. There is nothing specific on gang or youth behavior.

Gordon, R. A., et al. "Values and Gang Delinquency: A Study of Street Corner Groups." *American Journal of Sociology,* 1963, 69:2, pp. 109–128.

A test of three hypotheses about gang behavior, using a semantic differential on gang, nongang lower-class, and nongang middle-class groups, showed little difference in rating deviant behavior, but great difference in attitude toward deviant behavior. The sample was derived from Chicago area YMCA programs and settlement houses.

Lambert, William W., and L. Wallace. *Social Psychology.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

An able and well-written summary of theoretical research in social psychology. The book contains no casework or practical work relevant to the outreach projects.

Liebow, Elliot. *Talley's Corner: A Study of Negro Streetcorner Men.* Boston: Little, Brown and Company, 1967.

The book contains data collected in Washington, D.C., during 1962–63. It is an attempt to record daily routines of the men on the street. It deals with the relationships between man and children, wives, etc. It is useful as a source on street activities of adults and, by implication, of youth.

Olmsted, Michael S. *The Small Group.* New York: Random House, Inc., 1959, paper.

A summary of theoretical work on small groups written primarily for an academic audience, rather than the social worker or group leader.

Shepherd, Clovis R. *Small Groups: Some Sociological Perspectives.* San Francisco: Chandler Publishing Company, 1964, paper.

A summary of the relevant behavioral science theories. The book is directed to both the student of social psychology and interested laymen who must relate frequently in small groups. The last chapter is devoted to using the principles of group dynamics in actual situations.

Spergel, Irving. *Street Gang Work: Theory and Practice.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1966.

This book attempts to join sociological theory with social work experience. The sociology section summarizes prominent theory in a rather conventional manner. The social work section concentrates on control of gang behavior and instilling proper social values.

Suggested Resources for this Unit

Technical Assistance Specialists

Walter Walker, Professor
School of Social Service Administration
University of Chicago
Chicago, Ill. 60601

Irving Spergel, Professor
School of Social Service Administration
University of Chicago
Chicago, Ill. 60601

Films

Getting Along With Parents—14 min. (1954)
Encyclopedia Britannica Films

Getting a Job—16 min. (1954)
Encyclopedia Britannica Films

Learning from Disappointments—11 min.
Coronet Instructional Films

Unit VI. Referral Process and Referral Sources

The focus of the Leader should be that of enabling the youth to use services more effectively. This unit deals with the types of and reasons for referral as well as a sample listing of the different kinds of referral agencies.

Objectives:

1. To help the Leader understand that when the problem lies outside the scope of the program, the youth should be referred to an appropriate agency or agencies for assistance.
2. To develop the ability or clarify a problem.
3. To have the Leader develop ways of stimulating motivated action by youth to accept and follow through on the referral.

Content Outline:

A. Common Reasons Youth Are Referred for Service

1. Theft
2. Assault or fighting
3. Disregard for authority
4. Disrupting or interfering with program
5. Immoral acts, etc.

B. Types of Referral by Leaders

1. Psychiatric
2. School
3. Employment
4. Drug addiction treatment
5. Others

C. How To Contact Other Agencies

D. How To Act as an Advocate for Your Client

E. How To Identify Gaps in Services

The agencies listed here are only a sample of referral sources. They are listed for your general information and as a sample guide. A more comprehensive source is the current edition of the directory of health, welfare, recreation, and other community services of your city.

Referral Sources

1. Bonabond, Inc.—District of Columbia, 412 Fifth Street, NW.—737-4307.
Program: Job placement, fidelity bonds, bail bond release, counseling, and other supportive services for ex-offenders and others with arrest records. Male and female, 18 years and up.

2. Employment Service—District of Columbia for D.C., 555 Pennsylvania Avenue, NW.—393-6151.
Program: Free public employment service to workers, employers, and disadvantaged workers. Apprenticeship Training and Information Center.

3. Neighborhood Legal Service
Program: Free legal assistance and case representation for poor people and minority group members.

4. Juvenile Aid Division, Police Department
Program: To assist youngsters between 7 and 17 who are involved in delinquent acts.

5. Child Guidance Clinic
Program: Study and treatment of children 18 months to 18 years with personality and behavior difficulties.

6. Juvenile Court Desk
Program: Hearing and disposition of Juvenile Court cases. Cases received through Intake Section, City Probation Department.

7. City Probation Department
Program: Conducts social investigations and super-

vises cases of delinquent minors and certain dependent or neglected children in need of protection by Juvenile Courts.

8. Vocational Schools and Evening Schools

Program: Those programs set up either to certify students for high school completion, or to train them in job or career related skills.

9. Intake and Detention Control

Program: Responsible for intake of juvenile cases in which minor is detained.

There are many others in your local community.

Summary

Most of the discussion in this Unit centers around two major elements of the referral process: delineation and clarification of problems and stimulating motivated action by youth to accept and follow through on the referral. As is pointed out in the sample listing of agencies, it is very crucial for the leader to know about the different resources and select the program which can most effectively attack the problem.

Reference List

Brager, George A., and Francis P. Purcell, eds. *Community Action Against Poverty.* New Haven, Conn.: College and University Press, 1967.

A group of papers, many of them reprinted from other sources, discussing experiments in community action. The sections on use of nonprofessionals and the poor's relation to social agencies are especially useful. All the articles are tied to specific action projects, many of them demonstration projects resulting from the President's Committee on Juvenile Delinquency and Crime.

Brager, George. "The Indigenous Worker: A New Approach to the Social Work Technician." *Social Work,* 1965, pp. 33–40.

The Mobilization for Youth's Visiting Homemaker Program as background, the author comments on the faults and virtues of the professional and nonprofessional worker. The analysis is brief and good background reading for the New Careers approach.

Clark, Kenneth. *Dark Ghetto.* New York: Harper & Row, Publishers, 1965.

A study of ghetto life which rose out of Harlem Youth Opportunities Unlimited. Dr. Clark has not only studied the ghetto but has lived there. The excellent analysis found in this book describes the social, economic, political, and psychological aspects. Delinquency is considered in a special chapter on the pathology of ghetto life.

Kelin, Malcolm W., and Neil Snyder. "The Detached Worker: Uniformities and Variance in Work Style." *Social Work,* October 1965, pp. 60–68.

A statistical study of several detached worker programs. The authors conclude that there are great differences in the way the workers spend their time and what activities they undertake.

Referral-Guidance Program. Milwaukee Department of Municipal Recreation and Adult Education.

An outline of a program to give recreation leaders opportunities to refer the disadvantaged to the proper agency.

Reid, William. "Interagency Coordination in Delinquency Prevention and Control." *Social Service Review,* December 1964, 38:4, pp. 418–428.

A theory of coordination which considers how agencies may exchange resources and ideas without involving additional groups. The article is primarily the formulation of a desirable working program, and does not refer to specific cases.

Riessman, Frank, and Hermine I. Popper. *Up From Poverty: New Career Ladders for Nonprofessionals.* New York: Harper & Row, Publishers, 1968.

This book considers how the New-Careers approach performs three long range goals: (1) provides work and training for disadvantaged, (2) develops new manpower and human service, and (3) restructures human service agencies to make them more useful to their clients.

Schreiber, Daniel, ed. *The School Drop-Out.* Washington, D.C.: National Education Association, 1964.

A collection of 16 papers from a symposium of the same name. The papers are well-written and generally critical of the existing school system, especially concerning its relevance to its nonmiddle-class pupils.

The Prevention and Control of Anti-Social Behavior of Youth; An In-Service Training Guide (to aid personnel of recreation and youth service agencies). Los Angeles: Recreation and Youth Services Planning Council, 1966.

This training guide is intended to serve as both a practical guide and a training manual for the program leader in recreation and youth services agencies in dealing more effectively with antisocial behavior of youth. Although planned as a practical guide for youth services personnel of Los Angeles city schools, it can be used by youth workers in almost any setting.

Suggested Resources for this Unit

Technical Assistance Specialists

Carver J. Leach, Jr., Director
Roving Leader Program
Department of Recreation
1615 Chillum Pl., NE.
Washington, D.C. 20011

Acklin Thiebeaux
Senior Street Worker
Youth for Service
1122 Market Street
San Francisco, Calif. 94103

Daniel Lowery, Field Representative
U.S. Department of Labor
1726 M Street, NW.
Washington, D.C. 20036

Films:

Ask Me, Don't Tell Me
Contemporary Films

The Roving Leader in Action
Roving Leader Program Office
Department of Recreation
1815 Chillum Place, NE.
Washington, D.C. 20011

Unit VII. Programs and Planning

Activity, planned or unplanned, is a basic form of communication among gang members. Delinquent youth tend to "act out" feelings or express themselves through activity rather than through verbal exchange and ideas. Through activities the group can be exposed to a relatively well-controlled and productive social environment; i.e., camping, excursions, and work projects are some of the activities that make it possible for youth to improve their social skills and sense of self-respect. In other words, the Leader engages the group in a problem solving effort, through activity and discussion to stimulate changes in attitudes and learn new ways of dealing with problems.

Objectives:

1. To involve parents and group members in planning and executing community activities.
2. To strive for creativity and flexibility in programming based on the needs.
3. To plan each role functioning; how to act and what to say in certain situations.
4. To provide opportunities for program where access is limited.
5. To take quick steps in diagnosing problems and acting to prevent explosive situations.

Content Outline:

A. Planned Activity

1. Plan with members of a gang activities they enjoy and guide them into wholesome activities.
2. Allow group to assist in setting the ground rules; involve members in enforcement.
3. Set up a youth planning council which has equal representation from all groups in the Leader's area.
4. Assign members definite areas of responsibility.
5. Schedule a certain time and area for the youth to use the facilities for activities, as well as for the younger children.
6. Provide opportunities for successful participation, recognition, and acceptance so that each individual's talents may be recognized and accepted.

Examples:

Arrange skating parties at local rinks by having each individual work on a planning committee.
Secure complimentary passes for the group to attend sports events and other special activities.
Help youth plan, organize, and conduct a talent show.

7. Stimulate private and public agencies and others to get involved in the programs.
8. Suggest ideas for expanding use of existing facilities.

Examples:

Additional lighting—at playfields, playgrounds, and other conducive sites, thus extending hours of operation.
Closed streets—converting certain streets into play streets by closing off traffic.
Mobile recreation units—bringing playgrounds and leadership to the children in the form of mobile units to increase neighborhood participation.

B. Unplanned Activity

1. In attempting to control or prevent aggressive behavior, the Roving Leader should size up each conflict situation on its own terms, then select an approach; timing of the worker's action is critical.

Example:

On one occasion a member of a gang was attacked with sticks by the other members. The worker pretended he thought it was a mock attack. The worker indicated he was leaving for the office early if anyone wanted a ride to the Community Center. They stopped the action immediately, and climbed into the station wagon.

Sometimes a worker's presence is sufficient, if a good relationship has been established.

2. Worker may set up a peace meeting between conflicting groups when communications have broken down.

3. The worker should redirect the less visible types of delinquent activity—such as, stealing, use of narcotics, and truancy—into creative endeavor.

Example:

> A worker once learned that some shoplifting had been going on downtown and that articles such as sports equipment, toys, and painting sets were taken. After discussing the implications of such behavior, the worker asked if anyone had ever painted. Two boys had painted before, and the worker commended them. He then took them to the art museum for discussions of art. The boys became interested and started spending a great deal of time painting. Now the worker plans to exhibit some of their paintings.

Summary

This Unit deals with the techniques and methods of using both *planned* and *unplanned activity* as a means of communicating with gang members and other hard-to-reach youth. In the process of ongoing activities, effort is made to approach problem solving with the youth. It is also pointed out that not only is it necessary for the Roving Leader to introduce these programs, but he must also involve the parents and other residents of the community in planning and operating these programs.

Finally, because delinquent youth tend to "act out" feelings or express themselves through activity rather than words, the Leader must be able to use this medium as a means of improving relationships and re-educating and redirecting the youth.

Reference List

Blake, Mary. "Youth Worker and Police." *Children,* 1961, 8:5, pp. 170–174.

Suggestions and specific cases of how case workers and police interact. The emphasis is on personal contact between the two and clear communication about the youth worker's activities.

Burchill, George W. *Work-Study Programs for Alienated Youth.* Chicago: Science Research Associates, 1962.

Reports on nine work programs for alienated youth, including dropouts and handicapped youth. Also of interest are the appendixes which give detailed information on training guides used in the programs.

Caplan, Nathan S. "Factors Affecting the Process and Outcome of Street Club Work." *Sociology and Social Research,* January 1964, 48:2, pp. 207–219.

A study of streetclub workers to see if they held similar concepts on the dimensions of their work. The statistics presented show that they do share a common framework.

Herman, Melvin, and Stanley Sadofsky. *Youth-Work Programs: Problems of Planning and Operation.* New York: New York University Press, 1966.

An excellent description of youth-work programs. The book not only covers the interaction of agencies in forming the programs, but specifically considers the recruitment of youth.

Klein, Malcolm, W. "Juvenile Gangs, Police and Detached Workers: Controversies about Intervention." *Social Service Review,* June 1965, 39:2, pp. 182–190.

Begins by outlining the tendency toward polarization between law enforcement and social work agencies. Their differences are especially pronounced when a detached worker is present. The article does not interpret, but attempts to ask questions that arise between the two groups with references to cases.

Maclennan, P., and W. Klein. "Utilization of Groups in Job Training for the Socially Deprived." *International Journal of Group Psychotherapy,* October 1965, 15:, pp. 424–433.

Report on efforts at youth training done by Howard University's Center for Youth and Community Studies. The aim of the program was to provide nonprofessionals with training for employment. The problems and techniques used in the program, notably the group care technique, provide valuable insights and information.

Suggested Resources for this Unit

Technical Assistance Specialists

Edwin Greenidge, Deputy Commissioner
Youth Services Agency
38 Park Avenue
New York, N.Y. 10038

Percy Pinkney, Director
Street Work Program
Youth for Service
San Francisco, Calif. 94115

Films

Ask Me, Don't Tell Me
Contemporary Films

Three Steps to Start—26 min. (1955)
McGraw-Hill Book Company, Inc.

What About Juvenile Delinquency?—11 min. (1955)
McGraw-Hill Book Company, Inc.

Unit VIII. Field Work

Field work brings trainees into contact with a variety of people engaged in human services. Roving Leaders must have a working knowledge of the social agencies and other resources in their community. By

visiting other agencies and talking with people who render services, the unfamiliar may become familiar and the workers' confidence may be strengthened. Hopefully as a result, the workers' capacity to tune in and understand both community and youth's interest is also strengthened.

Basic Objectives:

1. To acquaint the Leaders with community resources and referral procedures.
2. To help Leaders move from theory to real-life situations.
3. To give Leaders practice in planning and implementing activities.
4. To help Leaders think of contributions they might make to improve services.

Content Outline:

A. Agencies Related to the Problem

1. Welfare Department
2. Salvation Army, etc.
3. Family and Child Services
4. Health and Welfare Council
5. Community action agencies
6. Ghetto schools

B. Minority Group History and Culture

This section of the Unit is designed to provide the trainer with information for use in guiding discussions *in English or other languages.*

1. History of various minority groups (such as blacks, Puerto Ricans, Mexican-Americans) and understanding of forces which shaped their lives.
   a. Slavery (visit museums and freedom schools)
   b. Substandard housing
   c. Job discrimination
   d. Poor police-community relations
   e. Humiliation—remarks of disrespect
   f. Migration of the blacks to the North for jobs —development of slums and scarcity of jobs
   g. Summer riots—1960's
      (1) July 1964—Harlem
      (2) July 1964—Watts
      (3) 1967—Detroit, Newark.
2. How to work with minority group members
   a. Learn language, habits (groups and individual), and culture
   b. Develop sensitivity towards individual feelings
   c. Be reserved in statements; refrain from making derogatory remarks
   d. Think of members as free individuals—don't thrust your values on them
   e. Hold conferences or frank discussions with members of all races to discuss racial tensions
   f. Allow groups opportunity to display their culture

C. The Employment Structure

1. The local employment service
   a. Youth employment branch (Youth Opportunity Program, On-the-Job Training, Vocational Opportunity Program, Concentrated Employment Program)
   b. Manpower Development and Training branch (institutional, noninstitutional)
   c. Unemployment Compensation Board
2. U.S. Civil Service Commission
   a. Qualifications for different jobs
   b. Merit system (promotion)
   c. Agency opportunities
      (1) For professionals
      (2) For paraprofessionals
      (3) For youth—high school graduates and dropouts

D. The Community

1. Neighborhood
   a. Councils, advisory boards
   b. Block clubs
   c. Civic associations and others
2. Citywide
   a. Board of Trade, Chamber of Commerce
   b. City Council
   c. School board
3. Governmental
   a. Probation, juvenile court
   b. Urban renewal
   c. Commission on budget hearings, program proposal, etc.

E. Strengthening the Roving Leader's Capacity To Tune in on Interests of Youth

1. Interests of youth comprises:
   a. Family
   b. Peers
   c. Public, private, and commercial institutions
2. A community inventory taken in five dimensions:
   a. What the youth sees and uses?

b. What gets in youth's way of using systems for their intended purposes?
c. What is available to the youth?
d. What else needs to be made available?
e. How can the Roving Leader help make available and useful the resources a youth needs for growth?

3. Factors related to the inventory task
   a. To strengthen the boy or girl; to help him modify his behavior in a positive direction
   b. To strengthen the operation of the services
   c. To develop, adapt, or modify services needed for dealing with social problems
4. Youth workers must develop methods of operating
   a. Take time to become acquainted
   b. Take time to find out by observation and verification through conversation who has affection or attraction for whom
   c. Take time to note who and what is instrumental in satisfying the needs of the youth
   d. Assess actions in terms of their meaning to the youth
   e. Assess actions in terms of the ranking of persons of influence or the significant others in the lives of the youth
   f. Provide opportunity for
      (1) alternatives of choice
      (2) alternatives of action
   g. Make opportunity significant for others to achieve through engaging him or her in:
      (1) choosing alternatives for the well-being of the group
      (2) selecting alternative actions for the well-being of the group
5. Provide steam outlets for group
   a. *Anxious time*—worker can isolate group (remove from trouble situation)
   b. *Angry times* or frustration reactions
      (1) If reasonable—discuss with offended and offender
      (2) If boiling over—work out physically in gym or pool. Then confront. BEFORE WORKERS ACT THEY MUST THINK!

F. Law and Its Relation to Society

1. Neighborhood Legal Service (Office of Economic Opportunity)—legal issues affecting the poor
2. Legal Aid Society—How legal service is available through court
3. Police Department—policies and practices for handling juveniles
4. Juvenile courts—detention homes
5. Legal departments responsible for evictions and housing code violations and enforcements
6. Have discussions with judges and other officials regarding juvenile offenses—drugs, drunkenness, and general crime patterns in various areas and locations

Summary

The Unit includes a basic framework for organizing field visits and conducting discussions on observations made by the Leaders. Youth service workers must have a working knowledge of how social agencies operate and how their resources may be utilized. Only dramatic and true-to-life curriculum material can be useful to the worker. It is hoped that by visiting the agencies and talking with persons who render services and clients who use them, the unfamiliar may become familiar and the Leader's confidence may be strengthened.

Reference List

Buffalo Youth Board. *Employment for School Drop-Outs.* Buffalo, N.Y.: Buffalo Youth Board, 1962.
A survey of local employment opportunities for youth who have not completed high school.

Burchill, George W. *Work-Study Program for Alienated Youth: A Casebook.* Chicago: Science Research Associates, 1962.
A good collection of experiences of programs arising out of the President's Commission on Crime and Juvenile Delinquency. In addition to the cases, the book presents examples of training materials and a list of addresses of the work-study programs.

Cohen, Eli E., and Louise Kapp. *Manpower Policies for Youth.* New York: Columbia University Press, 1966.
The book contains 14 papers from a symposium of the same name. Of special importance are the papers by Nat Hentoff discussing the question of youth motivation and his observation of the Mobilization for Youth program, and S. M. Miller's warning of the danger of encouraging unemployed youth to train for jobs which do not exist.

National Child Labor Committee. *Youth Employment Programs in Perspective.* Washington: U.S. Government Printing Office, 1964.
Reports the results of a survey of 39 youth employment programs in 31 communities during 1962–63. The study serves as a guide to youth employment programs and analyzes their effectiveness.

Witmer, Helen L., ed. "Prevention of Juvenile Delinquency." Chapter in *The Annals of the American Academy of Political and Social Science,* 1959, 213 pp. See also R. C. Brown and Don W. Dodson, "Effectiveness of a Boys' Club in Reducing Delinquency," pp. 47–52.

Compares three similiar white areas in Louisville, Ky., over 10 years and shows a reduction in delinquency in the area which had a boys' club.

Suggested Resources for this Unit

Technical Assistance Specialists

George M. NishiNaka, Executive Director
Special Service for Groups, Inc.
United Way Agency
2400 South Western Avenue
Los Angeles, Calif. 90018

James Pratt, Director
Outreach Program
YMCA, 940 West Main
Rochester, N.Y. 14611

Acklin Thibeaux
Coordinator of Minority Recruitment
Youth for Service
1160 McAllister Street
San Francisco, Calif. 94115

Films

Take An Option on Tomorrow—28 min.
National Business Machines

Who's Delinquent (1960)
RKO Pathe, Inc.

Right or Wrong
(Making Moral Decision)—10 min. (1956)
Coronet Instructional Films

Unit IX. Organizational Staff Training and Development

Training is clearly one of the administration's most effective means of stimulating the growth of an individual in an organization. The training function has been undergoing a revolution similar to the administrative revolution referred to by so many in recent years. The call in training today is for imaginative and perceptive practitioners. We must as urban program workers, become "problem-oriented" rather than discipline or agency oriented.

This Unit focuses on various training aspects that are both job-related and valuable to the Leader representing his agency as he serves hard-to-reach, disadvantaged youth in the inner city and includes the "how" of dealing with specific problems of antisocial behavior.

Objectives:

1. To help Leaders understand their specific daily work roles.
2. To help Leaders grasp the policies, personnel practices, and mission of both the training program and the agency.
3. To provide Leaders the foundation required for further training and upward mobility.
4. To provide the employing/training agency with the opportunity to evaluate and improve its own function and program.
5. To help them develop an image of youth services workers with which they can identify.
6. To help the Leaders gain perspective regarding their jobs in relationship to other positions in their field and agency.
7. To provide Leaders the knowledge of accident prevention methods and Emergency First Aid procedures.

Content Outline:

A. Agency Table of Organization (use chart)

1. Administrative staff
2. Departmental directors
3. Policies and procedures
4. Line or field supervisors
5. Supervisory responsibility

B. Job Description of Roving Leaders (See appendix D)

1. Duties and responsibilities
2. Relationship with other members of agency—trying to complement another person's role by working together with him in certain cases
3. Attending staff meetings and serving on committees

C. Recording

Recording combines narrative and process types and is used as basis for determining group and individual progress, planning future work, and evaluating effectiveness of the service. Records are also of assistance to both worker and supervisor as they jointly form specific goals for groups and individuals in groups and plan methods of achieving these.

Recording is usually completed on three levels: (1) A daily program record indicates exactly where the worker was and what he was doing at time of contact with his group, (2) a group contact record indicates in detail the many varied aspects of the worker's contact with his group, and (3) the individual contact record is concerned with the worker's continuing contact with individual members of the group. Information from these three levels of recording should provide the basis for the worker's monthly report.

D. Personnel Practices

1. Hiring policies
   a. Jobs that are filled under merit service regulations
   b. Are tests required?
   c. Education and experience required
2. Promotion opportunities
   a. Areas of upward mobility
   b. Requirements for movement to the next step on the career ladder
3. Benefits
   a. Requirements for continuing (i.e., release time, amount paid by agency, etc.)
   b. Agency paid or employee deductions for retirement, life, and accident insurance
   c. Procedures for reimbursement for expenses realized in the line of duty (i.e., mileage, meals, etc.), and others pertaining to your local agency

E. Supervising the Roving Leader Program

1. Administrative
   a. Community relations—gives streetwork operations a base within a firm but flexible network of existing agencies and groups
   b. Staff selection—supervisory decisions are usually influenced by worker's experience, maturity, special skills, ethnic background, and personality
   c. Planning—the amount of direct planning depends on workers' ability and initiative: aim is to prevent worker from spreading himself too thin in serving the youth.
   d. Program evaluation—periodically the supervisor must engage in systematic evaluation of at least parts of program; worker is usually asked to make an evaluation of some aspect of his practice.
   e. Field supervision—supervisor should provide field supervision in addition to that based in office; worker and supervisor may work out improvised plans for this item.
2. Teaching
   a. Use of office and field supervisory conferences and staff meetings
   b. Understanding that the worker approaches his role in terms of knowledge, skills, etc., acquired from previous experiences (i.e., job, social situations, family)
   c. Facilitating a common set of job perceptions between worker and supervisor
3. Support
   a. Having a special understanding and commitment regarding problems of extreme hositility by group members, burn-outs, family crises, and others
   b. Expressing continuing confidence in worker's ability
   c. Being aware of both the needs of the worker and of the group

F. Safety and Accident Prevention

1. Safe practices in public assemblies
   a. Take a look around when you enter a place of public assembly and count the number of exits
   b. As soon as you enter a place of public assembly, locate the two nearest exits to you
2. Field trips
   a. Gain permission of parent or guardian for underage participants
   b. Be sure to plan so there is sufficient time to make the return trip in daylight
   c. Make arrangements in advance for a meeting place if anyone becomes separated from the group
   d. No vehicles should be used for any excursion unless they are in perfect operating condition, the driver is competent, and adequate insurance is in force

G. Emergency First Aid

1. In times of stress many persons may be called on to administer immediate or temporary aid, especially the Roving Leader. (For the purposes of this guide, first aid is defined as the immediate and temporary assistance given to a victim of an accident or sudden illness until the services of a physician can be obtained.)

a. All personnel on staff, including Roving Leaders, should receive formal instruction on first aid and periodic refresher courses as necessary to maintain a high degree of skill in providing emergency assistance.
b. Persons teaching and supervising athletic and recreation activities should have advanced first-aid competence.
c. Specific procedures should be developed for emergency evacuation, panic prevention, and the handling of emergencies at public events, including assemblies, athletic contests, and other spectator activities atended officially by a Roving Leader.

2. To further develop this critical area it is suggested the trainer contact outside resources for a certified Red Cross First Aid Instructor.

H. The "How To" of Dealing With Specific Problems of Antisocial Behavior

The Roving Leader should be able to comfortably deal with all types of people from all segments of society. His work is so diverse that no grouping of people are outside the potential scope of his interaction, including cliques, gangs, and other troublesome groups. *The dividing line between a clique or a play group and a gang is by no means clear,* and in practice such a group is whatever the researcher chooses to call it. Gang, as a technical term, is seldom applied to youth groups except in juvenile delinquency studies, in which it refers to an organized group which has committed delinquency or crime, or is considered likely to do so. There is no yardstick of group characteristics which can be used to distinguish gangs from other kinds of groups.[9]

The Roving Leader is apt to find his planned activities disintegrating into chaos *unless* he takes positive steps to involve members of sub-groups in as many activities as possible. The Leader can influence to a great degree the way these groups behave. He can gradually introduce new (but equally satisfying) activities to the youth involved.

I. How to Deal With Troublesome Groups

1. Use a specific approach
   a. Be friendly and listen to them
   b. Win their confidence; treat group with respect. Don't talk down.
   c. Do not prejudge and act as if they are automatically "bad." Don't tell group how tough they are—this only antagonizes the individuals.
   d. Treat each member as an individual and not as a member of a group.
   e. Learn the youth's language and idioms.
2. Make sure the group participates in various programs
   a. Listen to demands and requests
   b. Provide reasonable use of facilities and equipment. Provide outlets and activities which meet interests and needs as part of the total group.

J. How to Cope With Gang Activities

1. Basic approaches
   a. Guide the youth into proper behavior or into discontinuing improper behavior.
   b. Be alert and look out for small groups starting; continue observation of area. Watch for agitators and nonconformists.
   c. Know your community and problems involved. Be sensitive to community needs.
   d. Get inside information from alert grass roots sources.
   e. Understand why gangs form. Recognize that there is some rationale for gang life.
   f. Remove reasons which caused the group to organize—try to prevent situations favorable to gang development.

K. Girl Gangs

1. When you see a group of four or five girls always together, talk to them and find out their wants and needs.
2. Engage girls in some constructive activities; e.g., modern dancing. Encourage them to develop some particular talent.
3. Invite successful, celebrated women whom girls admire to come and talk to them.
4. Ask the girls' vice principal to talk to them.
5. Provide activities that meet the needs of girls and are of interest to them; try to develop other interests.
6. Provide activities for individual girls. Give each understanding and let her know the world is not against her.

[9] Gould, Julius and William L. Kolb, *A Dictionary of the Social Sciences.* New York: Free Press of Glencoe, 1964. (See "Cliques," "Gang.")

L. How To Provide Guidance

Sometimes the most effective guidance is that which comes through daily contact. However, the Roving Leader must be alert to these guidance opportunities.

Service activities will give the youth an opportunity to participate in community projects and gain a satisfying experience in cooperation and service for others. Special events can be important, as they might focus attention on and provide information about important subjects such as health, safety, and good citizenship.

M. General Guidelines

1. Don't force, just guide. Explain clearly the possible results of good and bad decisions. No long sermons. Don't cause anyone "loss of face."
2. Be open-minded, shockproof, empathic.
3. Respect confidences. Be a master listener. Let the youth know that you are interested in them.
4. Develop a sense of confidence and self-esteem in youngsters.
5. Assess guidance needs through proper diagnostic devices. Understand psychology of guidance and guidance techniques.

Summary

This section deals with helping the Roving Leaders identify the positive as well as negative implications of their educational preparation, the necessity for pre- and in-service training for improving job performance, and for enhancing their capability in providing services of unlimited scope and high personal identity to the hard-to-reach youth. The Unit also provides some insight into the various types of subgroups that the leader must understand and methods he should develop in order to deal with these groups and individuals living in the urban communities.

Reference List

Klein, William, et al. *Leadership Training for New Careers: Non-Professional Counselor, Supervisor and Trainer.* Washington: University Research Corporation, 1966.

A report on the youth training project conducted by Howard University's Center for Youth and Community Studies. The project is concerned with training the nonprofessional for services in urban areas.

Klein, Malcolm W. "Juvenile Gangs, Police and Detached Workers: Controversies about Intervention." *Social Service Review,* June 1965, 39:2, 183–190.

Begins by outlining the tendency toward polarization between law enforcement and social work agencies. Their differences are especially pronounced when a detached worker is present. The article does not interpret, but attempts to ask questions that arise between the two groups, with references to cases.

Milwaukee Department of Municipal Recreation and Adult Education. *Referral-Guidance Program.*

An outline of a program to give recreation leaders opportunities to refer the disadvantaged to the proper agency.

Pearl, A., and F. Reissman, eds. *New Careers for the Poor.* New York: The Free Press of Glencoe, 1965.

Opening with a clear summary of alternative policies for dealing with poverty, the book presents the case for using the nonprofessional as an aide in community projects. It includes examples of projects, with detailed analysis of costs and methods. Political strategies are also included.

Reissman, Frank, and Hermine I. Popper. *Up From Poverty: New Career Ladders for Non-Professionals.* New York: Harper & Row Publishers, 1968.

Book considers how the new-careers approach performs three long range goals: It (1) provides work and training for disadvantaged, (2) develops new manpower for human service, and (3) restructures human service agencies to make them more useful to their clients.

Schmais, Aaron. *Implementing Nonprofessional Programs in Human Services.* New York: Center for Study of Unemployed Youth, Graduate School of Social Work, New York University, 1967.

Maintains that nonprofessional programs on maintained vacancies should be filled with nonprofessionals. Also, training programs should be instituted to assure the effectiveness of the program.

Spergel, Irving. *Street Gang Work: Theory and Practice.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1966.

An attempt to join sociological theory with social work experience gives this book a textbook tone. The sociology section summarizes prominent theory in a rather conventional manner. The social work section concentrates on control of gang behavior and instilling proper social values.

The Prevention and Control of Anti-Social Behavior of Youth. Los Angeles: Recreation and Youth Services Planning Council, September 1966.

Even though this manual is intended for those in the Los Angeles area, it presents many useful guidelines for any teacher or youth worker. There are specific cases and also ideas for referral agencies. The book is intended as an inservice training guide for youth service personnel in public schools.

Thrasher, Frederic M. *The Gang: A Study of 1,313 Gangs in Chicago* (abridged, with a new introduction by James F. Short, Jr.). Chicago: University of Chicago Press, 1963.

A classic study of gang behavior and the environment in which gangs flourish. The abridged edition of this study (originally published in 1927) contains an excellent introduction showing the relation of Thrasher's conclusions to more modern studies.

Will, Robert W., and Harold G. Vatter, Eds. *Poverty in Affluence: The Social, Political and Economic Dimensions of Poverty in the United States.* New York: Harcourt, Brace & World, Inc., 1965, paper.

This book considers the causes, forms, and results of poverty. The editors place the material in proper historical perspective by alluding not only to current proposals and material, but to the Depression and earlier.

Suggested Resources for this Unit

Technical Assistance Specialists

Sam LaBeach
Assistant Regional Director
(Former Supervisor of Roving Leader Program)
Department of Recreation
Washington, D.C. 20011

Stanley J. Anderson
Social Science Adviser—Youth Services
Office of the Chief, Children's Bureau
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

Films

First Aid: Fundamentals—10 min. (1953)
Coronet Instructional Films

High Wall—32 min. (1952)
McGraw-Hill Book Company, Inc.

Leaders For Leisure—21 min. (1952)
Playtown U.S.A.

None For the Road (teenagers)—15 min. (1957)
McGraw-Hill Book Company, Inc.

The Roving Leader in Action
Department of Recreation
6115 Chillum Place, NE.
Washington, D.C. 20011

Audiovisual Equipment

16 mm. movie projector (sound)
Tape recorder, standard
Overhead projector, 3M—portable—0–88

APPENDIXES

appendix a

Agencies and Institutions Participating in the Study

* Youth Service Agency of New York
* New York Urban League (Harlem Street Academies)
* New York City Department of Recreation
* Henry Street Settlement House (Manhattan)
* Buffalo Youth Board, Buffalo, N.Y.
* YMCA of Buffalo, N.Y.
* Rochester-City-County Youth Board
* Youth for Service Agency, San Francisco, Calif.
* Apprenticeship Opportunities Foundation, San Francisco, Calif.
* YMCA of Metropolitan Detroit, Urban Youth Program
* Street Club Service, Bureau of Recreation, Baltimore, Md.
* Model Cities Agency, Baltimore, Md.
* Community Studies Center at Howard University, Washington, D.C.
* D.C. Department of Recreation, Roving Leaders Program, Washington, D.C.
* United Planning Organization, Washington, D.C.
* Special Service for Groups, Los Angeles, Calif.
* Teen Post Youth Centers, Los Angeles, Calif.

Youth Activities Commission, Boston, Mass.

* YMCA of St. Louis, Inner-City Youth Outreach
* St. Louis Urban League, St. Louis, Mo.

Mayor's Council on Youth Opportunity, San Diego, Calif.

* Institutions and agencies visited.

Dade County Youth Opportunity Program, Miami, Fla.

* Rochester YMCA—Youth Outreach
* Metropolitan YWCA of Rochester, N.Y.

Mayor's Council on Youth Opportunity, St. Paul, Minn.
Commission on Human Relations, County of Los Angeles
Southeastern Tidewater Opportunity Project, Norfolk, Va.
Recreation Department, Park Commission, Memphis, Tenn.
Atlanta Children and Youth Services Council, Atlanta, Ga.
Omaha Human Relations Department, Omaha, Nebr.
Mayor's Council on Youth Opportunity, New Orleans, La.
Mayor's Council on Youth Opportunity, Birmingham, Ala.
Department of Recreation, City of Philadelphia
Recreation and Park Department, Golden Gate Park, San Francisco
YMCA of Metropolitan Minneapolis, Minneapolis, Minn.
City of Elgin Parks Department, Elgin, Ill.
Louisville and Jefferson County Youth Commission, Louisville, Ky.
Illinois Youth Commission

* Recreation and Youth Services Planning Council, Los Angeles

New York State Youth Commission

* Center for Community Leadership Development, Milwaukee
* Ohio Youth Commission, Columbus, Ohio

Institute of Labor and Industrial Relations, University of Illinois
Oakland Recreation Department, Oakland, Calif.

* Dayton Youth Opportunity Program, Dayton, Ohio

* Institutions and agencies visited.

* Mayor's Youth Opportunity Program, Columbus, Ohio

Mayor's Council on Youth Opportunity, Cleveland, Ohio
Mayor's Youth Opportunity Program, Akron, Ohio
Dayton Boys' Club-West, Dayton, Ohio
Department of Recreation and Park, Dayton, Ohio

* Los Angeles City Schools Youth Services
* Roosevelt High School, Los Angeles City Schools
* Los Angeles City Department of Recreation and Parks

S. F. V. Youth Foundation, Los Angeles

* Neighborhood Youth Association, Los Angeles

Los Angeles Sheriff's Community Relations
Markham Junior High School, Los Angeles

* Catholic Youth Organization, Los Angeles
* Los Angeles Times Boys' Club
* Division of Delinquency Prevention, CYA, Los Angeles
* Los Angeles County Delinquency and Crime Commission, Palos Verdes Estates
* United Way, Inc. Los Angeles
* Los Angeles County Parks and Recreation
* Mayor's Youth Council, Los Angeles
* Los Angeles County Department of Community Services
* National Recreation and Park Association, Congress, 1968, Seattle, Wash.
* Youth Opportunity Program West Coast Region, Seattle, Wash.
* Department of Recreation, Buffalo, N.Y.
* Office of Dean, Community Education, Federal City College, Washington, D.C.
* Office of Special Projects, Community School Recreation Program, Flint, Mich.

Neighborhood Service Organization, Detroit, Mich.

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* Institutions and agencies visited.

appendix b

Language of Modern Youth

Language consists of speech and signs. Adolescents use words and signs pictorially, adaptably, and creatively. Such a process is essential to emancipation, to self-identify, and to remodel old values to fit new situations confronting the youth.

It is not possible to include in this guide a complete glossary of terms used by modern youth. It is sufficient to say that the language is well sprinkled with obscenities and clues to the adolescents' preoccupation with their social tasks and interests.

The worker must have the capacity to hear what is said and the context in which the words are used. A potential difficulty for workers is that they hear the language in terms of its meaning to them, and not its meaning for the speaker. A special caution: gang language is almost sacred to gang members—intrusion into something of their own may cause alienation. Do not try to talk the language unless you are completely aware of it all and are accepted by the gang as a "big brother." But to understand it may provide empathy and status with the group.

Selected examples of language used by today's youngsters, but which quickly change, are:

1. *Acid head*—user of LSD.
2. *Bitch'en*—very good, enjoyable, exciting.
3. *Blood music*—black jazz.
4. *Bloods*—blacks.
5. *Boss*—great, wonderful.
6. *Busted*—arrested.
7. *Cat*—a boy or a man.
8. *Chicken scratch*—hypo marks on arm, railroad tracks.
9. *Cheese points, kiss-ups, brownie points*—refers to "boot licking" activities or attitudes.
10. *Coins*—money, bread.
11. *Cool*—excellent, desirable.
12. *Cool it*—
    a) hide, escape, get out.
    b) cut it out, stop offending action.
13. *Play it cool or be cool*—poised and in control of situation.
14. *Crazy*—cool, better than good.
15. *Crib*—house, home, where one lives, pad.
16. *Custom*—real cool, usually referring to a guy. Enthusiastic term.
17. *Cut-out*—leave.
18. *Dig*—look, hear, or understand.
19. *Ding*—"freak," idiot (referring to a person).
20. *Dropping reds*—taking barbiturates, usually red or yellow in color, used to provide "kicks" or to get "high."
21. *Dud*—not any good, bad, of no value, blah.
22. *Dude*—a "square;" a boy; can mean any person to whom one is referring.
23. *Fall-out, man,* or *jump*—flake off, leave.
24. *The finger*—sexual contact.
25. *Fink*—squeal or to inform on someone, blabbermouth, troublemaker.
26. *Fire-on*—punching someone, beating him up.
27. *Flake-off*—depart, leave.
28. *Flip-out* (on LSD)—go out of your mind, crazy.
29. *Funky*—square: "It's a little dirty in here"—this is "square".
30. *Fuzz*—police or authority, the man.
31. *Gig*—a dance or party.
32. *Grip*—steal.
33. *Hang it up*—stop.
34. *Hassle*—"don't hassle me"—don't give me any trouble.
35. *Hawk*—spit.
36. *Hip*—knowledgeable to a certain set of facts; in the know.
37. *Hit*—(on a butt) drag on a cigarette.
38. *Jam*—private party.
39. *Jack him up*—tell him what the score is; beat him up; or tell him to "shape up."
40. *Later, man*—forget it, don't bother me now, get over it.
41. *Lice*—police.
42. *Lighten up*—don't be so hard on me.
43. *Make it*—go home, leave.
44. *The Man*—the big one, the head, leader, or "me."
45. *Mickey Mouse*—dinky, kid stuff, not for real.
46. *Now ain't that foul*—dirty.
47. *Out of sight*—"bitch'en," very good.
48. *Pad*—house, home, where one lives.
49. *Pardner*—close associate.
50. *Punk*—
    a) referring to a hustler or "pimp,"
    b) one who doesn't understand, whimp,
    c) homosexual, male
51. *Panty*—sissy, male homosexual.
52. *Ruco*—authority (Mexican term): "Here comes El Ruce" (police, teacher, etc.)
53. *Reds*—depressants, also redbirds, red devils, pinks.
54. *Reefer*—a marijuana cigarette.
55. *Scag*—heroin.
56. *Scat*—heroin.
57. *Sniff*—to inhale the vapor or powder of a drug or other material to achieve a "high."
58. *Shoot*—to inject a drug into the bloodstream.
59. *Snow*—cocaine.
60. *Speed*—amphetamines.
61. *Speedball*—mixture of drugs to achieve special effect, usually a mixture of a stimulant and depressant.

62. *Spike*—the syringe needle.
63. *Smack*—heroin.
64. *Square*—a nonuser.
65. *Stemwheat*—pipe for smoking marijuana.
66. *Stick*—marijuana cigarette.
67. *Stoned*—under influence of drug.
68. *STP*—a potent hallucinogenic.
69. *Strung out*—having narcotics habit.
70. *Tea*—marijuana.
71. *Ten-cent bag*—a $10 unit of drug.
72. *Tie*—any cord to tie around arm or leg to make vein stand up for easy injection.
73. *Tore up*—under influence of drug.
74. *Tracks*—small scars on arms or legs from syringe.
75. *Trip*—result of taking drug, usually of hallucinogenic type such as LSD.
76. *Turned on*—under influence of drug.
77. *Twist*—marijuana.
78. *Up*—amphetamines, stimulants.
79. *Weed*—marijuana.

appendix c

Addresses of Film Distributors

Affiliated Film Producers, Inc.
164 East 38th Street
New York, N.Y. 10016

Association Films
(YMCA Motion Picture Bureau)
347 Madison Avenue
New York, N.Y. 10017

Athletic Institute
Merchandise Mart Plaza
Chicago, Ill. 60607

Audio-Visual Center
Syracuse University
Collendale Campus
Colvin Lane
Syracuse, N.Y. 13210

Bray-Mar Productions
276 DuShane Drive
Buffalo, N.Y. 14223

Campus Film Library
14 East 53rd Street
New York, N.Y. 10022

Carl F. Mahnke Productions
(University of Iowa)
Des Moines, Iowa 50318

Columbia University Films
1125 Amsterdam Avenue
New York, N.Y. 10024

Contemporary Films
267 West 25th Street
New York, N.Y. 10001

Coronet Instructional Films
Coronet Building
Chicago, Ill. 60601

Edcom Productions
285 West 6th Street
Mansfield, Ohio 44902

Encyclopedia Britannica Films, Inc.
Wilmette, Ill. 60091

Health & Welfare Materials Center
10 East 4th Street
New York, N.Y. 10017

International Film Bureau, Inc.
57 East Jackson Boulevard
Chicago, Ill. 60604

Los Angeles Community Chest
729 Figueroa Street
Los Angeles, Calif. 90017

McGraw-Hill Book Company, Inc.
Text-Film Department
330 West 42nd Street
New York, N.Y. 10036

Modern Talking Pictures Service, Inc.
2000 L Street, NW.
Washington, D.C. 20036

National Film Board of Canada
680 Fifth Avenue
New York, N.Y. 10019

Playtown U.S.A.
Athletic Institute
Chicago, Ill. 60601

RKO Pathe, Inc.
1740 Broadway
New York, N.Y. 10019

Sid Davis Productions
1418 North Highlands Avenue
Hollywood, Calif. 90028

Stan Loewy Safety Films
P. O. Box 520
Colton, Calif. 92324

Sun Dial Films
341 East 43rd Street
New York, N.Y. 10017

United World Films, Inc.
221 Park Avenue South
New York, N.Y. 10003

Wilding Picture Productions, Inc.
1345 West Argyle Street
Chicago, Ill. 60640

appendix d

Sample Job Description

1. *Name of Position:* Roving Leader
2. *Supervisory Control:*
   The services of the Roving Leader should be supervised by the director of the program or a designated staff member; i.e., field supervisor.
3. *General Description of Duties:*
   The function of a Roving Leader usually assigned to a specific geographic area within a community is that of strengthening, extending, and stimulating participation of hard-to-reach, disadvantaged inner-city youth, who were unreceptive to or excluded from receiving the agency's assistance or who were unaware of the availablility of the service. The Leader combines awareness with creativity of approach that enables him to provide a calibre and type of service related to that of a counselor, advisor, consultant, coach, and friend.
4. *Specific Description of Duties:*
   The duties assigned to Roving Leaders will vary among different agencies or groups of agencies depending on the nature of their services and the target youth being served, but essentially the Roving Leader's duties are as follows:
   A. Provides face-to-face leadership to hard-to-reach youth that is distinctive from that provided by normal playground or agency staff.
   B. Identifies youth with problems and works with them towards effecting changes in attitudes, actions, and outlook, through various programs and activities providing opportunity for relationship, reeducation, and redirection.
   C. Familiarizes himself with the resources of the community that provide services which his agency does not supply.
   D. Visits target neighborhoods and attempts to spend time with families in the area in order to get to know their problems.
   E. Locates candidates for specific recruitment projects as they are needed.
   F. Performs outreach for followup purposes on individual youth, getting information from them or bringing them back to the service center if that is required.
   G. Develops and maintains communication with civil agencies, civic organizations and related services.
   H. Prepares necessary records and reports on the youth's status with regard to:
      (1) Family (size, number of children, ages of family members, how many living at home, etc.).
      (2) Occupational status (work situation in terms of job, relative underemployment, unemployment, etc.).
      (3) Health (physical, emotional, and mental condition of each member of family).
      (4) Income (sources and amount of income).
5. *Qualifications for Roving Leader:*
   General Qualifications —
   A candidate for the position of Roving Leader should possess a significant knowledge of the neighborhood or community in which he desires employment. He should be able to meet and deal with people, particularly youth from a disadvantaged and/or delinquent background. He should possess a high degree of sensitivity, and be able to observe an individual and evaluate where the person "is." The Roving Leader must be a person capable of acting as liaison between all the diverse segments of the community or neighborhood.
   Specfic Qualifications—
   A. College training is desirable but not required; work experience should demonstrate a capacity to work with youth.
   B. High school education or equivalent with on-the-job training in youth work or a related area.
   C. Completion of a Special Training Institute for Roving Leaders that includes academic instruction as well as supervised on-the-job training.
   D. Ability to communicate in the vernacular of the street.
6. *Suggested Selection Criteria:*
   A. Brief written statement (two paragraphs) on why Roving Leaders in the neighborhood are important to disadvantaged youth.
   B. An oral interview to determine interest, motivation, ability to meet and deal with hard-to-reach youth and ability to take oral directions.
   C. Evaluation of education, work experience, and community involvement.

appendix e

Roving Leader Slide Presentation (Slide-Tape Narrative)

(1) ROVING LEADER
SLIDE, A TRAINING AID
PRESENTATION

"NARRATION"
Vince Sanders

(2) What does one see when he looks at the inner city? . . . Our eyes see many things. . . . For example—the kids on the corner. Whether you're in Chicago, Milan, L.A., or Sao Paulo, you'll see them in all sizes and colors digging each other and surviving in the streets, alleys, and on the playgrounds.
They usually find their own play and if it sometimes gets a little rough, well, that's like real life in the city!

(3) We know that it's overcrowded . . . and that people live close together. . . .

(4) Opportunities for fulfilling the basic needs of life are few and far between.

(5) Families, or what's left of them in the inner city, have their problems. . . . Their needs are not being met.

(6) One of the greatest problems is housing. As the homes deteriorate—some are even condemned—they still must be lived in . . . for there is little opportunity to move to something better.

(7) The pent up emotions of many almost reach the boiling point . . . for there seem to be no immediate answers to the problems at hand. . . .

(8) And conditions most of the time don't improve. . . . Actually they get worse. . . . Problems of sanitation and health become interwoven with the countless other problems of the inner-city residents.

(9) What happens then? The people take to the streets in search of the answers. That is where the action is!

(10) When we seek action we find it. . . . And this action expresses itself in many different forms. . . .

(11) With darkness of night for protection . . . the troubled youth strikes out against the closest thing to him. . . . This attack is really an attack against society, and its failure to respond in a time of need.

(12) And what started with a couple of individuals now begins to meld into street corner gang activities.

(13) For lack of meaningful recreational opportunities . . . the gangs begin to challenge each other. . . . Power and control of the turf becomes the prime goal . . . and once in this groove . . . it becomes hard to move in more constructive directions. . . .

(14) Power . . . Power . . . Power. . . . This is the cry of troubled inner-city youth . . . as they seek recognition and answer to their problems.

(15) In reckless search of power . . . the time bomb explodes. . . .

(16) REVOLT

(17) CONFRONTATION

(18) MORE TROUBLES ARE MET HEAD ON WITH NO IMMEDIATE ANSWERS.

(19) In a dynamic program of action designed to get to the guts of one of the major problems of innercity residents . . . that of providing meaningful recreation. . . . The Roving Leader Training Guide project was established.

(20) This guide was not prepared in an ivory tower . . . it was constructed in the problem areas of the big cities of the United States—New York, Dayton and Columbus, Ohio, Buffalo, Rochester, Baltimore, Washington, D.C., Chicago, Detroit, St. Louis, Los Angeles, and San Francisco.

(21) The Roving Leader concept . . . as presented in this guide . . . will show you today's role of the Roving Leader and his function in meeting the recreation challenge of the inner city.

(22) The Roving Leader must reach out and touch youth in need . . . for the troubled youth have not found the way to meaningful recreational activities alone.

(23) Reaching out means getting out into the neighborhoods.

(24) It means . . . meeting the youth on the street corners.

(25) The Roving Leader serves as an advocate for youth. . . . He promotes student-teacher communication . . . channels participation toward existing community resources . . . develops youth leadership in wholesome directions.

(26) The Roving Leader provides face-to-face leadership. He should analyze recreational services and stimulate ideas and methods for improving existing situations. To get the job done it is necessary that he communicate and work with the agencies of the community.

(27) The Roving Leader must understand his community, its geographical makeup,

(28) the interaction of people, and the needs of the residents of the neighborhoods. He must know the existing community resources . . . and the cooperative agency relationship that must exist to get the job done.

(29) The community where the Roving Leader works is a network of systems. Its patterns of social, economic, political, services, racial and ethnic groups, and class levels are all connected together and must be understood.

(30) The community issues may revolve around these:
- Jobs and Training
- Housing
- Recreation

and
- Education

(31) The community power structure has formal, elected leaders including the mayor, the city council made up of aldermen, school boards, utility commissioners, and others.

(32) The community power structure does not end at city hall. . . .

(33) It includes militant groups, neighborhood civic associations, street gangs, policy backers, and tavern and poolhall-owners.

(34) The Roving Leader must identify every facet of the power structure and do his best to work with each.

(35) The Roving Leader must then go into the neighborhood, establish rapport, and IDENTIFY and UNDERSTAND inner-city youth.

(36) He must meet them on their terms . . . in their environment.

(37) Having established rapport, the Roving Leader must then set out to meet the challenge. . . . To get the job done, he must work towards participation by the members of the community power structure. . . . Social planning must take place. . . . The rights and obligations of all the people must be upheld. . . . In so doing, he must adhere to the lines of communication and authority.

(38) Typical of the problems are gangs, delinquency among pre-teens, low income, and school dropouts.

(39) But what makes up a group? What are the various groups with which the Roving Leader must deal?

(40) There are two familiar types of groups. . . .

(41) The first type is a friendship group.

(42) The second type is a membership group.

(43) The Roving Leader has to understand the group process. . . . He learns very quickly that it is a fine goal to have group action take place in a proper setting and in a democratic manner . . . with high interest.

(44) But in reality, interest may be low, and getting through to the youth is a long, difficult process.

(45) By understanding group techniques, he gradually can make headway. But in making progress, he must be ever ready to meet the challenge of *GROUP PRESSURE.*

(46) This group pressure takes many forms, and its ultimate results may take varying directions.

(47) Programing is an important skill of the roving leader.

(48) Programing has several basic objectives.

(49) These objectives are:
- Planning activities with individuals and groups.
- Establishing planning councils which involve the youth of the neighborhoods.
- Defining the responsibility lines.
- Showing people the way to available opportunities.

(50) In making his contact, the Roving Leader will become involved with youth in some *unplanned activity.* He then observes what the real situation is . . . and at the proper time selects the right approach to deal with the situation.

(51) It is the Roving Leader's job to help youth and to provide opportunities for youth.

(52) He should attempt to redirect delinquent activities into creative endeavor.

Examples of Roving Leaders' action include involvement with youth in the activities of . . .

(53) Football . . .

(54) Group games and . . .

(55) Bowling . . . a very popular activity.

(56) The Roving Leader can build close associations with the youth he serves.

(57) Active interest follows after a close association is developed between the participant and the Roving Leader. The interest carries over into other recreational activities which are then introduced.

(58) These activities might include swimming . . .

(59) or track and field . . . and many other activities.

(60) He teaches youth to play together. . . . How to get along with their fellowman.

(61) The Roving Leader provides the building blocks of leadership necessary to assist youth in forming a stable foundation for the future.

(62) The opportunities are created to find meaningful and gainful employment as well as recreation.

(63) Unemployment is a great problem in the inner city as is the problem of inadequate recreational facilities and programs.

(64) The Roving Leader also has the job of referral. He should know how to contact and deal with the various community agencies that can provide assistance to youth in . . .

(65) education, employment and training, health, welfare, legal assistance, recreation, and psychiatric assistance.

(66) Referral examples include . . .
summer job programs
PROJECT TELL

(67) Manpower Development and Training Programs (MDTA)
Office of Economic Opportunity
Neighborhood Youth Corps
Model Cities
Employment Service
Head Start
and others.

(68) To assist the Roving Leader in getting the job done, it is important that he recognizes that he is a member of a team and responsible directly to a field supervisor.

(69) The Roving Leader's job description includes everything that has been shown in this presentation and EMPHASIZES . . .

(70) Pre- and inservice training, face-to-face leadership, services of an unlimited scope, and the establishment of personal identity with hard-to-reach youth.

(71) The Roving Leader must remember that youth service workers must have a working knowledge of the community and social agency work . . .

(72) and that by visiting the agencies and talking with persons who render services, the unfamiliar will become familiar and the Leader's confidence and value strengthened.

(73) The Roving Leader must become
PROBLEM ORIENTED
rather than
discipline oriented.
The Roving Leader Guide will provide insights as to how this is done.

(74) By putting into practice the methods emphasized in your Roving Leader Guide—*success is possible . . . and probable!*

(75) There are thousands of youth waiting for you. . . . Many are hiding . . . afraid to face reality . . . unable to negotiate for services on their own . . . without the necessary skills to land and hold decent jobs.

(76) You must show them the way . . . THROUGH FACE-TO-FACE-LEADERSHIP. . . . The challenge is yours! . . . Do with it what you will!

(77) Photo.

(78) Credit Slide.

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